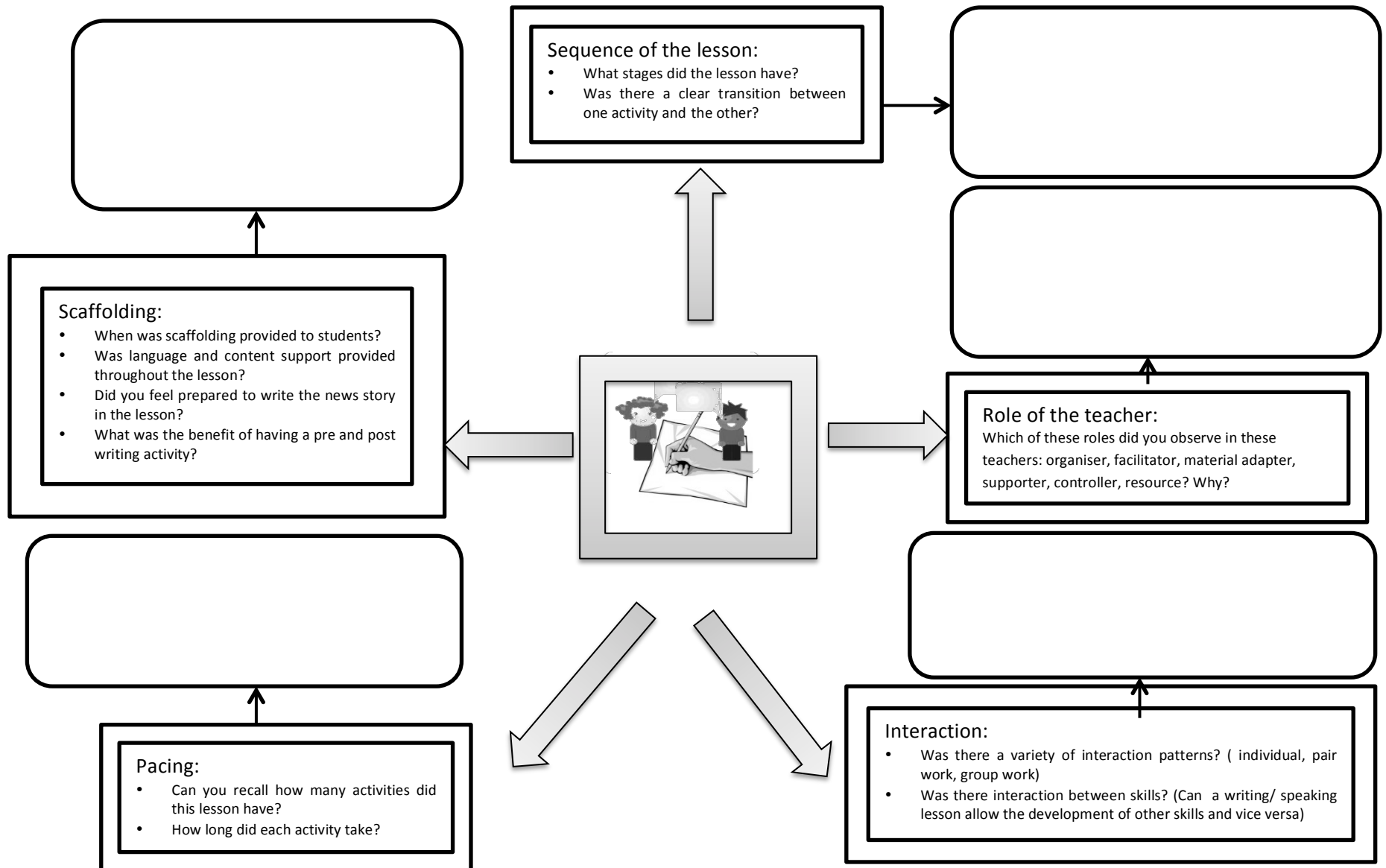


## Lesson Observation: Speaking or Writing



## Lesson Observation Task: Peer Observation Task: Checking learners' understanding

Observer .....

Date of observation .....

Level of class .....

Teacher .....

Teacher's signature .....

### Introduction:

Teaching is a very complex activity. One reason for this is that not all students learn at the same rate. Students do not learn what they are taught at the same time as it is taught. They do not understand things equally well or equally quickly. It is also very difficult to predict or generalise across a whole class what learning will take place. For this reason teachers develop strategies for checking that learning is taking place or has taken place. In this task you are asked to pay attention to the way a teacher monitors learning.

### Before the lesson:

Make sure you are familiar with the grid below.

### During the lesson:

Use the grid to collect data on at least five instances of a teacher checking learning.

Try to be aware of times in the lesson when the teacher chooses not to check learning and consider why this might have been so.

How does teacher check? (try to script teacher's language)	What does teacher check?	Why does teacher check? (can you identify the trigger that caused teacher to check, eg a student looks confused/an error repeated)	How does student respond?	What follow-up is there? (is there any follow-up)	What did the learner achieve?
<i>"Is she still fat?"</i>	<i>concept of 'used to'</i>	<i>Establish concept of new language</i>	<i>"No, she isn't."</i>	<i>T. confirms ("That's right") Checks another Student</i>	<i>Establishes and confirms meaning and leads on to next stage of</i>

					<i>lesson</i>
How does teacher check? (try to script teacher's language)	What does teacher check?	Why does teacher check? (can you identify the trigger that caused teacher to check, eg a student looks confused/an error repeated)	How does student respond?	What follow-up is there? (is there any follow-up)	What did the learning check achieve?

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Adapted from: Wajnryb, R (1992) Classroom **Observation Tasks** CUP

